Catalogue and Circular

OF

Broad Street Academy.

PHILADELPHIA.

For 1874-'75.

EDWARD ROTH, A. M. PRINCIPAL.

THIRTEENTH YEAR.

"It is not necessary that this should be a School of three hundred, or one hundred, or fifty boys, but it is necessary that it should be a School of Christian Gentlemen."—Dr. ARNOLD, of Rugby.

PHILADELPHIA:
THE PRESS OF McLAUGHLIN BROTHERS,
112 AND 114 SOUTH THIRD STREET.
1875.

Digitized by the Internet Archive
in 2017 with funding from
This project is made possible by a grant from the Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries

https://archive.org/details/catalogueciricula00broa

Catalogue and Circular

OF

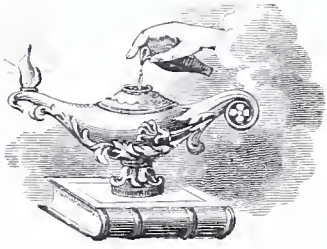
Broad Street Academy:

Philadelphia.

For 1874-'75.

EDWARD ROTH, A. M., PRINCIPAL.

Thirteenth Year.



PHILADELPHIA:
THE PRESS OF McLAUGHLIN BROTHERS,
112 AND 114 SOUTH THIRD STREET.

1875.

Teachers.

EDWARD ROTH,

Principal.

JOHN B. CUMMINGS,

Chief Assistant.

M. F. O'HEA, B. A.

TRINITY COLLEGE, DUBLIN,

Chief Instructor in Engineering and Higher Mathematics.

LEOPOLD ENGELKE,

Vocal Music.

JEFFERIS F. SHIELDS,

Penmanship and Arithmetic.

M. MAXIMILIEN CLAVÉ,

French Conversation.

ALFRED C. WERNICKE,

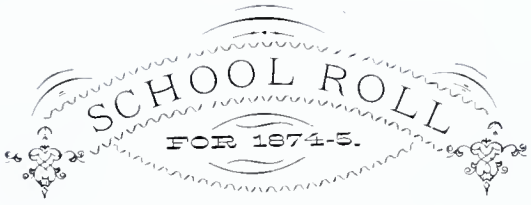
German, and Drawing.

MISS E. B. STEVENSON,
MISS M. M'EVOY,
MISS B. STEVENSON,

Assistant Teachers in Preparatory Department.

MISS M. DELANY,

Preparatory French.



Ash, Frank Reynolds
Atlee, Louis
Atlee, Maximilian
Atlee, Walter

Badger, John D. A.
Bartleson, Charles L.
Bazin, Henry
Bernadou, Andrew H.
Bicknell, Robert T.
Bourguignon, Charles
Boyer, Robert Stettson
Bradley, Joseph
Bright, Victor

Cantwell, Richard
Carpenter, Samuel H.
Chew, Henry Kemble
Clarke, Arthur Stanley
Coleman, Henry P.
Coleman, William
Corr, Michael

Daly, Philip
Davis, Joseph Porter
Delany, Andrew
Delany, John
Delany, Joseph A.
D'Invilliers, Edward
D'Invilliers, Joseph

Dohan, John T.
Dohan, Joseph M.
Donohue, Henry
Dougherty, Frank
Dunlap, Edgar Gibbs

Edwards, William Aloysius

Gallagher, Charles
Gibbons, Patrick

Hanssens, Hippolyte
Hayden, John
Hitschler, John
Hopper, Lewis
Hulsemann, Samuel
Huneker, Paul

Jacob, Albert
Jacob, Alphonse
Jones, Joseph

Kearfott, William
Keefe, Charles
Kelly, Charles
Kelly, Denis B.
Kennedy, John
Kilpatrick, Charles
Knowlen, James
Krause, Hans

Lafferty, Frank P.
Lejambre, Eugene
Lutz, Edward

Mack, Christian
Maguire, John
Maguire, Thomas
Manderfield, Francis A.
Martin, Thomas P.
Meagher, Michael
Miller, Andrew Thomas
Miller, Philip Jacob
Moore, Louis
Munce, Joseph
Munce, Reaver
Murray, John P.
Murtagh, Thomas
McCormack, Geo. Clinton
McDermott, Robert Lee
McElhone, Eugene
McGrath, William
McKinstry, Lee Rodman
McLaughlin, Frank
McLaughlin, Vincent
McManus, Joseph
McShain, Charles B.

Neff, Harmannus
Neff, William

Newman, Charles J.

O'Brien, Thomas C.
O'Bryan, Clifford
O'Bryan, Henry
O'Donovan, Michael
O'Neill, Charles
O'Neill, Edgar

Palmer, Daniel O'C.
Palmer, J. Ward
Petry, Victor
Picolet, Jules
Purcell, Mark
Purcell, William

Schwartz, Edward
Schwartz, J. Grant
Shields, W. O'Connor
Simpson, J. Francis
Simpson, Robert
Sinnott, Joseph

Tack, Theodore
Tracy, John

Watson, Thomas
White, Edward J.
Williams, Albert

Total, ... 103
Present last day, 95

Regulations Regarding Medals.

EVERY day, at the close of school, each pupil in the *Preparatory Department* receives the *card* to which his day's work has entitled him.

The parent should manifest an interest in the card that his son receives, and bring him to account if it is not a good one.

In the *Academic Department*, for want of time, cards are not actually given, but the proper credit is allowed.

At the end of the year, the possessor of

200 *Perfect* Cards is entitled to a GOLD MEDAL.
180 " " " SILVER MEDAL, First Class.
160 " " " " " Second Class.
140 " " " " " Third Class.

Extra Cards Awarded at Examination.

Extra *perfect* cards are awarded for every map or original picture that is satisfactory in style and finish, also for high averages in Punctuality, Tidiness, Deportment, Drilling, Gymnastics, and the usual school studies.

Cards Forfeited at Examination.

Perfect cards are forfeited for low averages at Examination; or for absence without satisfactory excuse, disorderly conduct, or unfair dealing.

In short, a medal can never be given to a pupil unless his conduct has been in general *very satisfactory*, no matter what may be the number of his *perfect* tickets. Therefore, by playing truant, *even for a single day*, or practicing deceit of any kind, he forfeits all claims to a medal.

BROAD STREET ACADEMY,

EDWARD ROTH, Principal.

Twelfth Annual Commencement

AND

DISTRIBUTION OF PREMIUMS.

American Academy of Music—on Monday Evening, June 21st, 1875

Very Rev. Dr. O'CONNOR, Presiding.

Programme:

VENI, SANCTE SPIRITUS, ... VOGLER

LIGHT GYMNASTICS.

The Spelling Bee! Part 1.

☞The Spelling Bee will be conducted in every respect like all other Spelling Bees, except that the six hundred words to be given out have been announced beforehand. They are among the most difficult in the English language, and, though the main idea aimed at all through is the improvement of the pupil, he may study them or not, just as he pleases. About fifty are to contend, and premiums—a gold medal and two valuable books—will be given to the three who are able to hold out longest.

MISERERE, ... VERDI

DRILLING.

The Spelling Bee! Part 2.

L'ESPERANCE, ... HALEY

PREMIUMS.

The Spelling Bee! Part 3.

"THE COTTAGE BY THE SEA," GLOVER

THIRD CLASS MEDALS.

The Spelling Bee! Part 4.

THE ERL KING, ... SCHUBERT

SECOND CLASS MEDALS.

The Spelling Bee! Part 5.

Auf, Ihr Brüder, ... STUNZ

FIRST CLASS MEDALS.

EXTRA PREMIUMS:—Logic, Science, Christian Doctrine, English Composition, Drawing, Spelling, etc.

CORO DEI SQUILLI, ... VERDI

A SHORT ADDRESS BY REV. PRESIDENT.

AVE MARIA, ... GOUNOD

ENGELKE'S ORCHESTRA.

ADMISSION FIFTY CENTS. NO BOUQUETS.

Doors open at 7. Exercises begin at 7½ precisely.

The main idea in the foregoing programme, the SPELLING BEE, proved to be what is called a success; that is, it was instructive and still highly interesting both to the pupils and the audience. A list of six hundred words, the most difficult we could find in the English language, each one being selected or arranged, on account of some puzzling peculiarity—had been prepared beforehand and given to the pupils, to master or not just as they might please. With the great majority, a sense of duty or the love of honor and glory, was the sole inducement for undertaking a task of such peculiar difficulty, that many a man of mature intellect, not to speak of a mere school boy, would shrink from coping with it. No ticket was to be lost by failure; success, unless of such a decided nature as to enable the pupil to be reckoned amongst the last three, was of no apparent advantage. Still before the match was half through, it was quite evident that private study had been very earnest, and that the rivalry between the smart fellows was very keen. The others, of course, had no chance whatever. EDWARD D'INVILLIERS gave out the words in rounds of hundreds. The class, numbering 48, stood the first volley pretty well, but the second hundred mowed them down like grapeshot, putting 25 *hors de combat*. The third hundred knocked 15 more off their pins, leaving only 8 able to stand up to their work. Of these 8, the fourth hundred disabled only one, leaving the seven others as firm as a rock. They retired to their seats amidst loud applause, the interest of the house having by this time reached fever heat.

When they took their places again, they stood in the following order: M. O'DONOVAN, J. KENNEDY, J. D'INVILLIERS, E. M'ELHONE, W. PURCELL, C. M'SHAIN and L. HOPPER, the two latter being comparatively small boys and members of the second class. The fifth volley brought down two, the second and the last, to the great regret of the house, HOPPER, the little fellow, being particularly admired for his pluck and intelligence. The sixth round knocked over only one, E. M'ELHONE, a very good speller, remarkable for his clear and distinct tones, but who somehow misunderstood the word. This, however, did not decide the premiums as, although the words were all given out, four men were still left standing, in place of the three for whom the premiums had been provided. In such an unforeseen state of things, the gentlemen on the stage, some of them being "old hands" at Spelling Bees, put their heads together, and in a few minutes, made out a list of regular "stunners." The interest was now at its acme; house and stage were alike breathless with attention: but the end came on rapidly. Such raspers as *iridescence*, *empiric*, *millenary*, *rhythm*, *eleemosynary*, *buddhism*, etc., soon did the business. C. M'SHAIN first went down, a storm of keen regret wafting him to his seat; then M. O'DONOVAN was knocked over by a word which, it is safe to say, he had never before seen or heard of. J. D'INVILLIERS was soon laid out; but this put an end to the slaughter, as W. PURCELL, by the fact of his being left the last man standing, was exempt from further persecution. It is needless to say that his victory was greeted with the heartiest applause. He retired modestly to his seat, but cheer after cheer brought him again to the footlights, in acknowledgment of the kindly and overwhelming sympathy of the house. His teachers warmly congratulate him on his triumph. Fortune may have favored him a little, but chance had nothing to do with his success. By 8 years of untiring industry and irreproachable conduct, his honors he richly deserved.

"He won them well, and may he wear them long!"

This Spelling Bee proving so great a success, it is our intention to hold one of a similar nature every year at our Commencement, only the time required for it will be much shorter, probably not more than fifteen or twenty minutes, as the words,

being a selection of *all* those contained in the spelling book (most likely WESTLAKE'S), will not be announced beforehand. Whether the best boys of other schools will be invited to participate, is for the present held under consideration.

The other main features of the Commencement, the LIGHT GYMNASTICS, the SINGING, and particularly the DRILLING, were gone through in a style no way inferior to that of previous years; some said they were even better, which we consider very great praise.

Rev. Doctor O'CONNOR presided, and at least doubled the value of the books by presenting them to the boys. The presence of his friends, the Rev. Doctors MCGLYNN and BURTSELL, two of the most distinguished clergymen of New York, imparted additional zest to the proceedings, in which they seemed to take all through the liveliest interest. But an honor still greater and more unexpected awaited us. About nine o'clock, the Rt. Rev. Doctor SHANAHAN, Bishop of Harrisburg, took a seat on the stage, and watched the exercises with a vivid attention quite in keeping with his well known love for everything concerning education. Doctor O'CONNOR immediately compelled him to take the president's chair, so that this year the boys consider themselves particularly fortunate in having received their medals from the consecrated hands of a bishop.

The other gentlemen on the stage were Messrs. J. M. WILLCOX, M. L. SCANLAN, and C. F. DEVENNY, who had been kind enough to offer gold medals for superiority in the respective branches of LOGIC, SCIENCE, and SPELLING.

YEARLY REPORT.

PUNCTUALITY.

UNLESS the pupils are strictly punctual in attendance, the teachers of a day-school cannot be held responsible for their improvement. The enforcement of this duty devolves almost entirely on the parent. Whenever failure in punctuality proceeds—as it mostly does—from self-will or laziness on the part of the child, and negligence or weakness on the part of the parent, the pupil is simply losing his time. When a parent finds himself unable to make his child attend school regularly, he should put him to business at once, or let him take his chances at a boarding-school. He is only a nuisance at Broad Street Academy.

When failure in Punctuality proceeds from a delicate state of health, of course it is useless to complain, and we can only repeat our non-responsibility for the pupil's improvement.

Attendance and Punctuality.

Academic Department.

PERFECT AVERAGE.

	SCHOOL DAYS.	ABSENT.	LATE.	TOTAL.	AVERAGE.
E. D'Invilliers,	200	0	0	0	100
J. D'Invilliers,	200	0	0	0	100
E. McElhone,	200	0	0	0	100
C. Bourguignon,	200	0	0	0	100
M. O'Donovan,	200	0	0	0	100
C. Bartleson,	200	0	0	0	100
C. Kelly,	200	0	0	0	100
J. Kennedy,	200	0	0	0	100
W. Edwards,	200	0	0	0	100
W. Purcell,	200	0	0	0	100
S. Hulsemann,	200	0	0	0	100
J. Delany,	200	0	0	0	100
W. Coleman,	200	0	0	0	100
C. Kilpatrick,	185	0	0	0	100

GOOD AVERAGE.

H. Neff,	200	1	0	1	99
M. Meagher,*	200	1	0	1	99
H. Coleman,*	200	2	0	2	99
J. Palmer,*	200	2	0	2	99
F. Simpson,*	200	2	1	3	98
P. Huneker,	85	0	1	1	98
J. Tracy,*	200	5	0	5	97
A. Jacob,*	200	5	0	5	97
J. Bradley,	200	0	5	5	97
F. Ash,*	200	5	1	6	97
V. Bright,*	200	6	0	6	97
J. Jones,	200	1	5	6	97

MIDDLING AVERAGE.

E. Lutz,*	165	5	0	5	96
L. Atlee,	95	0	3	3	96
J. Badger,	200	0	9	9	95
F. McLaughlin,*	115	5	0	5	95
J. Munce,*	200	7	4	11	94
R. Simpson,*	200	5	6	11	94
E. Lejambre,*	200	12	0	12	94
R. Munce,*	200	7	5	12	94
W. Atlee,*	95	5	0	5	94
C. McShain,*	200	16	0	16	92
M. Corr,	53	0	4	4	92
C. Newman,	37	3	0	3	91
E. O'Neill,	200	5	15	20	90

POOR AVERAGE.

	SCHOOL DAYS.	ABSENT	LATE.	TOTAL.	AVERAGE.
J. MAGUIRE,	200	1	20	21	89
H. HANSSENS,*	200	17	5	22	89
E. WHITE,	200	17	7	24	88
C. O'NEILL,*	200	6	18	24	88
A. BERNADOU,	200	14	11	25	87
A. WILLIAMS,*	200	26	0	26	87
A. CLARKE,*	200	20	7	27	86
L. HOPPER,*	200	27	0	27	86
E SCHWARZ,*	200	12	24	36	82
H. K. CHEW,*	200	29	8	37	81
F. DOUGHERTY,*	160	23	7	30	81
J. G. SCHWARZ,*	200	16	23	39	80
H. KRAUSE,*	200	41	4	45	77
J. HAYDEN,	200	23	25	48	76
S. CARPENTER,*	200	50	0	50	75

The star (*) denotes such as were kept at home by serious indisposition.

Average Attendance and Punctuality in Academic Department 93 per cent.; that is, every day, about 93 boys out of a hundred were neither late nor absent. The absence average was a little less than 4 per cent., and the lateness average was almost exactly 2 per cent.; that is, every day, 4 boys in a hundred were absent, and 2 were late.

PREPARATORY DEPARTMENT.

PERFECT AVERAGE.

	SCHOOL DAYS.	ABSENT.	LATE	TOTAL.	AVERAGE.
D. KELLY,	200	0	0	0	100
M. PURCELL,	200	0	0	0	100

GOOD AVERAGE.

V. PETRY,	200	1	0	1	99
JOSEPH DELANY,	200	1	0	1	99
J. MCMANUS,	200	1	0	1	99
J. PICOLET,	200	1	0	1	99
J. MURRAY,*	200	2	0	2	99
H. BAZIN,	100	1	0	1	99
T. MAGUIRE,	200	2	1	3	98
D. PALMER,	200	2	2	4	98
H. DONOHUE,	200	4	0	4	98
H. O'BRYAN,*	180	3	0	3	98
V. MCLAUGHLIN,*	200	5	0	5	97
T. MARTIN,*	200	6	0	6	97
R. MCDERMOTT,	200	2	4	6	97
C. GALLAGHER,	40	1	0	1	97

MIDDLING AVERAGE.

R. BICKNELL,*	200	7	0	7	96
A. MILLER,*	200	5	2	7	96
L. MOORE,*	200	5	2	7	96
JOHN DOHAN,*	200	8	0	8	96

	SCHOOL DAYS.	ABSENT.	LATE	TOTAL.	AVERAGE
W. SHIELDS,*	200	8	0	8	96
ALBERT JACOB,	200	4	4	8	96
J. KNOWLEN,*	200	7	2	9	95
A. DELANY,*	200	10	0	10	95
W. KEARFOTT,	173	5	2	7	95
P. GIBBONS,	200	3	8	11	94
J. SINNOTT,*	200	11	0	11	94
R. CANTWELL,*	200	12	0	12	94
T. WATSON,	200	9	4	13	93
F. MANDERFIELD,*	200	12	3	15	92
W. MCGRATH,*	200	12	3	15	92
W. NEFF,	200	8	8	16	92
T. O'BRIEN,	200	7	10	17	91
F. LAFFERTY,*	200	18	0	18	91
C. O'BRYAN,*	180	12	3	15	91
M. ATLEE,	95	8	0	8	91
C. MACK,	60	2	3	5	91
P. MILLER,	200	12	7	19	90
T. MURTAGH,*	200	12	8	20	90
J. HITSCHLER,*	188	17	0	17	90
G. MCCORMACK,	100	4	6	10	90

POOR AVERAGE.

E. DUNLAP,*	200	9	13	22	89
R. BOYER,	40	5	0	5	87
JOSEPH DOHAN,*	200	27	0	27	86
L. MCKINSTRY,*	200	28	0	28	86
T. TACK,*	200	43	0	43	78
C. KEEFE,*	200	50	0	50	75
J. DAVIS,*	100	24	1	25	75
P. DALY,	200	38	24	62	69

The star (*) denotes such as were kept at home by serious illness.

Average Attendance and Punctuality in Preparatory Department, 92 per cent., that is, every day, 92 boys out of a hundred were neither late nor absent. The absence average was nearly 5 per cent., and the lateness average little more than 1 per cent. That is, every day, 5 boys out of a hundred were absent, and only 1 was late. This somewhat higher absence average is accounted for by the tender age of many of the children in the Preparatory Department, and the lower lateness average is readily explained by their being allowed a half an hour extra every morning. Taking both Departments together, the *absents* varied from 4 to 5 per cent. every day, and the *lates*, from 1 to 1½ per cent. Considering the terrible nature of last winter, this seems to be a pretty creditable record, but, of course, nothing positive can be said on the subject without a reference to the statistics of other schools.

Neither late or absent during the year:

E. D'INVILLIERS,	JOHN DELANY,	J. KENNEDY,	C. BARTLESON,
C. BOURGUIGNON,	M. PURCELL.	S. HULSEMANN,	W. EDWARDS,
C. KELLY,	J. D'INVILLIERS,	W. COLEMAN,	C. KILPATRICK,
W. PURCELL,	M. O'DONOVAN,	E. MCELHONE,	D. KELLY,

Not late, absent one day:

M. MEAGHER, H. NEFF, JOSEPH DELANY, J. MCMANUS, V. PETRY,

Neither late or absent in two years:

J. D'INVILLIERS, E. MCELHONE, C. BARTLESON, S. HULSEMANN.

Neither late nor absent in three years: M. PURCELL.

Neither late nor absent in five years: E. D'INVILLIERS.

Neither late nor absent in six years: WILLIAM PURCELL.

PREMIUMS.

EVERY pupil, whatever may be his merit, is considered to be entitled to some premium in testimony of his attendance, industry and conduct during the year. This attendance, industry and conduct, when above the average, change the premium from a *Book* to a *Medal*, the grade of which is determined by the number of *Perfect Cards* held by the pupil. Without a good examination, however, no number of Perfects can entitle the holder to a medal.

PREPARATORY DEPARTMENT.

THIRD CLASS.

	Tickets.		Tickets.
R. McDERMOTT,	75	R. CANTWELL,	93
C. KEEFE,	80	L. MOORE,	100
J. KNOWLEN,	80	V. McLAUGHLIN,	120
W. McGRATH,	90	A. DELANY,	120
A. MILLER,	90	M. PURCELL,	120
H. DONAHUE,	90	J. PICOLET,	122
T. P. MARTIN,			124

SECOND CLASS.

C. GALLAGHER,	30	P. MILLER,	60
P. DALY,	35	W. SHIELDS,	60
C. MACK,	45	W. NEFF,	72
ALBERT JACOB,	55	T. TACK,	73
T. MAGUIRE,	56	D. KELLY,	81
J. DAVIS,	56	E. DUNLAP,	96

FIRST CLASS.

T. O'BRIEN,	52	J. McMANUS,	75
P. GIBBONS,	62	F. LAFFERTY,	88
T. MURTAGH,	67	T. WATSON,	90
D. PALMER,	69	JOS. DOHAN,	118
H. BAZIN,	72	A. MANDERFIELD,	129
J. MURRAY,			129

Academic Department.

	Tickets		Tickets.
M. Corr,	43	J. Jones,	120
F. Dougherty,	70	R. Simpson,	124
C. O'Neill,	80	W. Coleman,	130
J. Hayden,	90	A. Jacob,	132
H. Chew,	90	J. Maguire,	133
H. Hanssens,	100	E. Schwartz,	136
R. Munce,	107	E. Lutz,	139
A. Bernadou,	111	A. Clarke,	139
H. Krause,	119	F. Ash,	139

Medals.

To gain a medal, *steady application* more or less earnest, is required during the year and, towards the end, as already remarked, it may be forfeited by a bad examination, improper conduct, or neglecting to discharge every school duty. This present year, for instance, several boys are deprived of higher medals, and some even of medals altogether, for neglecting to hand in good *maps* or *drawings*, and particularly, by a poor or careless examination, ten *Perfect Cards*, at least, being always deducted in a case of culpable neglect. Tickets alone, without a good examination, do *not* entitle to a medal.

THIRD CLASS MEDALS.

140 to 160 Perfect Tickets.

Preparatory Department:

L. McKinstry, Joseph Delany, V. Petry,
John Dohan, R. Bicknell, J. Hitschler.

Academic Department:

L. Hopper, S. Carpenter, E. O'Neill, G. Schwartz,
S Hulsemann, J. Bradley, C. Kilpatrick.

SECOND CLASS MEDALS.

160 to 180 Perfect Tickets.

Preparatory Department:

Joseph Sinnott.

Academic Department:

W. Purcell, C. Kelly, J. Badger, J. Munce,
W. Edwards, C. Bartleson, F. Simpson, J. Delany,
A. Williams, J. Palmer.

FIRST CLASS MEDALS.

180 to 200 Perfect Tickets.

H. Neff,	J. Kennedy,	H. Coleman,	E. Lejambre,
C. McShain,	E. White,	V. Bright,	M. Meagher.

GOLD MEDALS.

Above 200 Perfect Tickets.

E. D'Invilliers,	M. O'Donovan,	J. D'Invilliers,
E McElhone,	C. Bourguignon,	J. Tracy.

A Gold Medal is the highest honor we can bestow, and to gain it the pupil must display not only strict attention and incessant industry during the year, but also considerable intellectual ability and attainments at examination.

It is hardly necessary to state that the conduct of most of the boys receiving medals, has been satisfactory in every respect. Mere intellectual superiority, no matter how successfully exerted, can never obtain any of these medals. They are offered, principally, for the encouragement of *punctuality*, *industry*, and christian *self-denial*, qualities, more or less, dependent on the will, and, therefore, susceptible of careful cultivation. Premiums to stimulate the head at the expense of the heart, and, therefore, naturally likely to incite pride and presumption on the one hand, and envy and jealousy on the other, Broad Street Academy cannot offer.

We believe that the boy who is obedient and affectionate at home, punctual, industrious and *well conducted* at school, is almost *certain*, with God's help, to become a good and successful man.

Good conduct means a good deal, but, particularly—First, and above all—*truthfulness*, implying a total absence of anything like sham, deceit, equivocation, or hypocrisy—no passing off of poor for well studied lessons; no absence on fictitious or trifling accounts; no excusing our own deficiencies by laying the blame on others; no claiming of a superiority to which we have no solid pretensions;—in a word—no *deceit*, which, growing up in a boy, will infallibly make a dishonest man. Secondly—*self-denial*, honestly and scrupulously carried out; no laziness, which is nothing but *inert selfishness;* no using of tobacco, in school *or out of it;* no cursing, nicknaming, or fighting, in school *or out of it;* no improper language, or coarse and disrespectful conduct, in school *or out of it;*—in a word—no *bad habit* of any kind, which growing up in the boy, will infallibly make a slave or a criminal of the man.

The Principal of Broad Street Academy, is proud to say that there are several hundred young men in the country, old pupils of his, who, whatever their other faults may be, often thank him for the fact that they neither smoke, chew, swear, nor lie.

While the gold medallists were still standing in the presence of the audience, the Principal apoligized for making a slight change in the programme, by taking up more time than usual in rather personal matters, but the opportunity was so favorable, so unique, that he could not possibly let it pass without attempting to confer a little honor where honor was richly deserved. He then proceeded somewhat as follows:

"Edward D'Invilliers, our head-boy, appears before you this evening for the last time as a Broad Street Cadet. He has just entered the University of Pennsylvania, where he intends to pursue an extensive course in the Scientific Department, and where, I have no doubt, the same unqualified success awaits him, as he has so eminently deserved and obtained while a student at Broad Street Academy.

"Eight years ago, he came among us, a little fellow nine or ten years old, and from that time to the present day his conduct has been satisfactory in the highest possible degree. He was never once absent from school, unless when detained by serious illness, which was very seldom; he was never late on any account; he never missed a lesson; he never gave even the slightest trouble in school. I don't like to speak so strongly in his presence, but I must say that during these eight years he acted uniformly like the true-souled, high-minded, noble-hearted gentleman that he is.

"Even during the year just ended, when he labored under a double task—his ordinary school-duties and his preparations for such an examination as would enable him to skip a year in the University—not once was he found wanting, though he was actually so hard run for time that he never had an opportunity of giving out the whole of the words beforehand to the *Spelling Bee*.

"If his parents are here this evening, I must take the liberty of congratulating them on possessing another gem in their second son, a worthy successor of his brother Camille, and one just as likely to do them unspeakable honor in the coming years.

"For, what is the greatest honor that can accrue to any parent? In what can a mother take the most pardonable because the most legitimate pride? What is their greatest consolation amidst the trials and troubles of life? Riches, office, talent, family, influence, social position? No; in their children. A good son is the proudest distinction a father can enjoy, the brightest jewel that can decorate his mother; he is their unfailing lamp when their eyes begin to grow dim, and their solid prop when their feet begin to totter.

"And we too, the teachers of Broad Street Academy, are proud of what we have done for the boy they honored us so far as to trust us with. He has not wasted his time while at our school. He can *drill* a company, as you have seen; he can *draw* in very good style, any piece of furniture or similar article that you set before him; he can carry on a passable conversation with a *Frenchman* at the first introduction; he can translate *Virgil* without making a blunder; and if his *English* composition has not yet reached the perfection of style that it is capable of attaining, it is at least well-spelled, sensible, and tolerably smooth and grammatical. His knowledge of *mathematics*, the *physical sciences*, *geography* and *history*, will readily obtain him admission into the Sophomore Class, and with all this he has attempted even a little *Logic*. The art and mystery of *Bookkeeping* he has studied thoroughly, and of *Walton's Arithmetic*, the best in the United States, he is the complete master.

"He is, as you can see, sound in wind, clear and straight in limb, and, as he poisons his body by no noxious or vicious stimulant, his health is vigorous and flourishing.

"In other words, physically and intellectually, he is as well qualified as any average young man of the period need be before taking his place in the toiling ranks of humanity in the great struggle for an honorable existence.

"But all these, it may be said, are merely external advantages, and therefore unreliable because easily weakened, lost or abused; that is true, and were they unaccompanied by others of infinitely greater value, I should scorn to enumerate them. His head, however, has not been cultivated at the expense of his heart. His manners to-day are as modest, his disposition as unselfish, his deportment to his superiors as respectful, and towards all others, as courteous as they were when he was a boy ten years old. * * * * In a word, he knows his duty towards God and man, and tries to do it. Of course, we do not put him forward as a prodigy, or an angel, or as a piece of human perfection. That would be absurd. He gets puzzled over his work just like the rest of us. He has his faults too, we may be sure, though I don't exactly know what they are.

"Nor do we mean to say that his parents are the only ones we know of, whose children we are proud of in every respect, whose children are just as likely in course of time, with the blessing of Heaven, to be an honor and a pleasure to every one connected with them. Many a parent we could congratulate just as heartily were the occasion as favorable, but it is the parents of Edward D'Invilliers that we must especially congratulate to-night, when their child appears among us for the last time, and when we can sincerely say that his presence never gave anything but joy to his teachers and a pleasing, edifying and instructive example to his classmates. May his pathway over the broad and checkered field of life, through the ever protecting grace of an all-merciful Providence, keep as strictly within the bounds of duty as it always continued to be during his career at Broad Street Academy.

"I can wish him no greater blessing."

Extra Premiums and Medals.

DRAWING.

The gold medal offered by JOSEPH SINNOTT, Esq., for superiority in free-hand drawing from nature, is this year again awarded to EDWARD D'INVILLIERS, competent judges having decided that his subject—*a richly ornamented bureau and dressing stand*—was handled with great skill and carefully elaborated. JOSEPH D'INVILLIERS' piece—*a sewing machine*—was the next best, and very nearly as good. Those coming next in merit and demanding honorable mention were handed in by C. BOURGUIGNON, who drew a *gas stand with shade;* by E. MCELHONE, *a clock;* by H. COLEMAN, *a flower vase;* by C. KELLY, *a sugar bowl;* by A. WILLIAMS, *a basin and pitcher;* by W. PURCELL, *a Roman vase;* and by E. WHITE, *a hammer and anvil.*

In the Preparatory Department, the four best pieces were handed in by V. PETRY, JNO. DOHAN, R. BICKNELL and JOSEPH SINNOTT. V. PETRY was considered the most successful, and accordingly received the prize.

MAP DRAWING.

The silver medal offered for the best set of Maps, is given, after some difficulty and hesitation, and a careful weighing of merits, to JOSEPH D'INVILLIERS, H. COLEMAN running him very closely. Next in order appear, E. MCELHONE, H. NEFF, E. WHITE, C. BOURGUIGNON and W. EDWARDS.

In the Second Class, E. LEJAMBRE receives the premium for the best set of Maps. Being those of the Hemispheres, they are very difficult, requiring a close attention to the latitude and longitude, but they are well done, and for a school boy, and especially his first attempt, they are very creditable. After him comes ALPHONSE JACOB, who appears very likely to rival his brother ALFRED in taste and skill. Next in order appear, M. MEAGHER, C. MCSHAIN and V. BRIGHT, all deserving commendation. A. WILLIAMS'S maps are models of neatness, but they are totally lacking in a map's most essential requisite—*correctness.*

CHRISTIAN DOCTRINE.

The award of Mr. JAMES DOUGHERTY'S medal for the best paper on Christian Doctrine, always a difficult matter, has been harder than ever this year. Between the papers written by J. D'INVILLIERS, E. MCELHONE, C. BOURGUIGNON, M. O'DONOVAN, J. TRACY, H. COLEMAN and J. BADGER, the difference in merit is very slight indeed, all being extremely good. It is considered, however, that, taking everything into consideration, particularly care, finish and fullness, E. MCELHONE'S is the best, and J. D'INVILLIERS' the second. E. MCELHONE accordingly receives Mr. DOUGHERTY'S medal for Christian Doctrine.

In the Second Class, the best papers were handed in by M. MEAGHER, S. CARPENTER, E. SCHWARTZ, J. W. PALMER, C. MCSHAIN, J. J. BRADLEY, V. BRIGHT, J. MAGUIRE, J. JONES, A. WILLIAMS, E. LEJAMBRE, R. SIMPSON, F. SIMPSON and JOHN DELANY. In the merit of these excellent papers the difference is also exceedingly slight, but, such as it is, it has been decided to incline in favor of M. MEAGHER, who accordingly receives the second prize.

ENGLISH COMPOSITION.

Mr. D. B. KELLY's silver medal for the best piece of *English Composition* was warmly contested this year. The subject, "*A Chariot Race in the Circus Maximus*," suggested by Wagner's famous picture, and demanding a description of it, though interesting enough to stimulate the brightest pens in the land, was extremely difficult to handle with proper effect. On one side, threatened the danger of overwhelming the reader with too much detail; on the other, that of slurring over all life-giving particulars and dealing only in glittering generalities. On either of these rocks most of the contestants split. Between the two dangerous extremes, E. MCELHONE, is considered to have steered the safest course, thereby displaying the possession of most artistic literary ability. E. D'INVILLIERS, J. D'INVILLIERS and H. COLEMAN encumbered themselves with more material than they could advantageously employ. H. NEFF, also displayed a vast amount of encyclopædic digging, but, it must be acknowledged, he managed his treasures with much skill and decided effect. M. O'DONOVAN was terse and forcible, but too concise. C. BOURGUIGNON also deserves highly honorable mention for his effort.

In the Second Class, the subject for composition was the touching little picture, so well known, called "*The Bird's Funeral.*" S. CARPENTER, C. MCSHAIN and V. BRIGHT showed a good knowledge of grammar and some imagination. But in construction of *plot*, variety of *incidents*, and an attempt to portray *character*—the *sine qua non* of story telling—they were surpassed by L. HOPPER and R. SIMPSON. L. HOPPER'S paper, in particular, was so well favored in these respects that a few touches from a trained hand could easily turn it into a pretty tale for a magazine. He therefore received the second prize for English Composition.

THE SCIENCE MEDAL.

M. L. SCANLAN, ESQ., of this city, a gentleman of scientific tastes and attainments, has presented us with a gold medal to be given for the best answering in an examination, to be conducted by himself in Algebra, Geometry, Trigonometry and Arithmetic. He reports J. D'INVILLIERS to have satisfactorily answered the greatest number of the questions he proposed, and adds that in lucidity and conciseness of reasoning he surpasses any boy he had ever before met with. J. D'INVILLIERS accordingly receives Mr. SCANLAN'S medal.

THE LOGIC MEDAL.

JAMES M. WILLCOX, ESQ., has also kindly offered a gold medal for presentation to the best logician in Broad Street Academy, to be tested in an examination likewise to be conducted by himself. As the text book was MR. WILLCOX'S own treatise on *Logic*, the first part of his contemplated work on *Elementary Philosophy*, a more competent examiner could not be found. He expresses himself to be well pleased with the class in general, but considers M. O'DONOVAN to be the best, and E. MCELHONE the second.

THE SPELLING MEDAL.

CHARLES F. DEVENNY, ESQ., a few years ago a distinguished member of the Broad Street Cadets, has offered a gold medal for the best speller, to be determined yearly by a public examination held in presence of the audience. MR. DEVENNY'S medal was won by W. PURCELL, the second premium by J. D'INVILLIERS, the third by M. O'DONOVAN, and an extra premium by CHARLES MCSHAIN.

Yearly Examinations.



THE results of our Yearly Examinations are given on the large sheet, which parents are respectfully requested to examine carefully. Everything is stated there honestly and impartially. Credit is given only where credit is due. The case is too serious to allow cajoling or whitewashing. For whatever shortcomings parents may find there on the part of their children, they must take no small share of the blame to themselves. As a general rule, we rarely fail in school when our efforts are earnestly seconded at home, and we strongly protest against being held responsible for the pupil's negligence in home preparation. When pupils, who are old enough to have school work to do at home, are allowed to remain idle there, the parents are mainly in fault. They little know what evil they encourage by allowing their children to tell them to their faces that they have no lessons to study. They should know that, in every well regulated school, children, after having made a certain progress, *must* have work to do at home. Quiet, serious, thoughtful study, *cannot* be done in school. A boy who makes no preparation at home for his studies is an *impostor*, and the parent who allows such a state of things to continue, helps him to carry on the imposition. Without faithful, honest work at home, as well as at school, no real improvement is possible. It is, in fact, in this steady application to work at home and in school, that a boy's real merit consists, rather than in a high position in class. That is what tells in the long run. Parents should never be discouraged at the comparative slowness of their industrious children. The brilliant college graduate, who carries off all the honors, too often sinks into oblivion, while the plodder, who has been quietly accumulating strength, at last rules the country.

Parents who have thought us rather hard on their boys, because, in spite of all we could do, they did not keep quite up to the mark, would do well to try another school, where different discipline may be attended with more satisfactory results. We like to earn the money we get. In the meantime, we shall always consider such pupils as our friends, never lose interest in their progress, and be always happy to see them, when they make a visit to Broad Street Academy.

Hurtful Reading.

Every parent should set the following thoughts clearly before his mind and ponder over them well.

A bad book, magazine or newspaper is as dangerous to your child as a vicious companion, will as surely corrupt his morals, and lead him away from the paths of safety.

Look to what your children read, and especially to the kind of *papers* that get into their possession—for there are now published scores of weekly papers with names manufactured expressly to deceive careless parents, full of attractive and sensuous illustrations, that are as hurtful to young and innocent souls as poison to a healthy body.

Many of these papers have attained large circulation, and are sowing broadcast the seeds of vice and crime. They have unfortunately borne too much fruit already. The new words *boy-robber*, *boy-burglar*, *boy-suicide* and *boy-murderer* are every day becoming alarmingly frequent.

Nothing less can be expected. Revelling in the polluting details of murder and other crimes, trenching on the very borders of indecency, these papers corrupt the morals, taint the imagination, and allure the weak and unguarded from the paths of innocence.

The danger to young persons from this cause was never so great as at this time, and every father and mother should be on strict guard against an enemy that is sure to meet their child.

Look to it then, that your children are kept as free as possible from this taint.

Never bring into your house, a paper or a periodical *in which your religion is ridiculed*, or *which is not strictly pure*, and watch carefully lest any such get into the hands of your growing-up boys.

PROSPECTUS

OF

Broad Street Academy.

THE object, means, system of instruction, and other particulars regarding this institution, having been already fully detailed in preceding catalogues, it must be, at present, sufficient to repeat in a few words, that:—

1. It has been the Principal's aim to establish in Philadelphia, a home-school, to receive pupils from the age of 6 to 16, where the leading idea being to develop every good faculty, moral and physical, with which their Creator has endowed them, the range of instruction must be unusually wide, and nothing of importance neglected. All pupils, therefore, pursue the same general studies, and pay the same pension.

2. The use of tobacco being such a deleterious and wide-spread evil among growing boys, the Principal cannot receive into his school any pupil who does not honestly pledge himself to abstain from the drug in any form as long as he is a member of Broad Street Academy. Parents and friends should remember this, and do everything in their power to encourage the young pupil to abide by his solemn promise.*

3. We have two Departments—the Preparatory, and the Academic. For admission into either, the pupil must bring a testimonial of good conduct from his last school. For admission to the Academic, a member of the Preparatory must have obtained a Merit Average of at least 85 in the First Class, and, if a Catholic, must have made his first Communion and been confirmed. Outside applicants will be subjected as nearly as possible to a similar test. Unless in a case of unusual capacity and attainments, all are recommended to spend at least one year in the Preparatory Department.

4. The Principal being a Catholic, all Catholics attending this school are expected to study the Catechism and other approved works on Christian Doctrine; but it is well known that his other pupils are never influenced in religious matters, directly or indirectly, on any account whatever.

* The following is the usual form of the promise:—

"I pledge myself as a gentleman and a Christian, that as long as I continue to be a pupil of Broad Street Academy, I shall abstain from the use of tobacco in any form."

5. The undeniable advantage of a home-school over a boarding-school, lies in securing to the Parent, the invaluable opportunity of always having the child under his own eye. Therefore, the Principal claims from the Parent, as his *right*, as much earnest co-operation as possible in their joint task. The chief points, in which he especially asks the Parents' assistance, are:—

To have breakfast early enough for the child to be in school in time.

To have his *uniform* always neat, well-fitting, and presentable.

To give him an opportunity every evening of preparing for school-work, for, at least, one hour, and *to see that he does it.*

To manifest some interest in his school standing and the card he obtains every day, to promise some little reward for a certain number of *perfects*, and *not* to be innocent enough to believe him when he says he has time enough in school to *study* his lessons.

School is the place for *work*, home for *study*.

*THE UNIFORM**

Is indispensable, principally for three reasons:

1. School boys, whose parents are weak or vain enough to overdress them, must not *give themselves airs* in Broad Street Academy.

2. School boys, whose parents are careless or over-economical, must not be exposed to mortification by invidious contrasts between themselves and others.

3. A uniform, besides imparting dignity and self-respect, helps considerably in *strengthening character*, by enabling us to face bravely the great bugbear of half the world—fear of ridicule, the terror of the old folks just as much as of the young.

☞ Parents who neglect to provide their children's uniform in time, or to see that it is always *neat*, *clean*, and *fit to wear*, are respectfully informed that by such neglect they are guilty of a breach of contract, and, that *as this gives a great deal of unnecessary trouble*, the sooner they send their children to another school the more satisfactorily they will act towards Broad Street Academy.

DRILLING

Is taught, *not*, of course, for the purpose of making soldiers or giving a taste for soldiering, but with one or two better objects in view:

1. To give boys an erect, manly, dignified bearing, and thus get rid of slouching, shambling, and turned-in toes.

* The Academy *uniform* can be got at SCHAAF'S, 1031 Walnut street; HOYT'S, Tenth and Chestnut streets; COOPER & CONARD'S; JOHN WANAMAKER'S, or, by means of a pattern, any good tailor can make it. Parents should be particular in obtaining the United States Cadet Gray, indigo dye; imitation goods look badly after a few days' wear. The *cap* can be got at HORSTMANN'S, Fifth and Cherry streets, or at OAKFORD'S, under the Continental. The *gun*, with equipments, (every boy in the Academic Department should have one) can be got at the school (new) for 10 or 12 dollars; a few can be loaned for $2 a year, but to secure one, early application is necessary.

2. To accustom them to *obedience*, quick, hearty, and unquestioning—a habit not exactly the strong point of American boys.

Our ceilings are 16 or 17 feet high, and the gymnasium where the boys drill and exercise every day is nearly 90 feet long.

The Academic Year.

VACATIONS, HOLIDAYS, HOURS OF ATTENDANCE.

The Academic year of 1875–6 commences on Monday, the 6th of September, and will end early in June, on account of the Centennial.

VACATIONS—July and August, about a week at Christmas, another at Easter, the usual public holidays, and the holidays of the Catholic Church—four during the Academic year.

DAYS OF ATTENDANCE—Every week-day except Saturday.

HOURS OF ATTENDANCE—8.25 A. M. to 2.30 o'clock, P. M., in Academic Department; 8.55 A. M. to 2 o'clock, P. M., in Preparatory Department.

☞ All should bring lunch.

As marks are given, and failures incurred every school day, from September 6th to June 12th, all are requested to be punctual in attendance from the first to the last day.

EXPENSES.

Including English, Latin, French, German, Singing, Drawing, Gymnastics, Drilling, Stationery, Fuel, Drawing Materials, Use of Books, Pencils, and the use of Library:—

Academic Department, ...	$130 00	per annum.
Over ten years old in Preparatory Department, ...	90 00	"
Under " " " "	80 00	"
Use of gun, (every boy able to use it should have one of his own,)	2 00	"

Instructions in *Swimming*, optional, but strongly recommended,

Two-thirds of usual rates.

PAYMENTS.

No pupil can be received for less than a year, but the payments are to be made half-yearly, in advance.

Parents who are dilatory in sending back their children in time to commence their duties with the others, simply heap additional work on the Teacher's shoulders, and they should therefore pay a bonus, instead of expecting a deduction.

No money is to be returned unless in case of death, severe and protracted illness, removal to a distant place of residence, or dismissal from school. In such cases, the balance, with ten dollars deducted for trouble, is always refunded.

On account of severe pecuniary losses, (nearly $2,000 in little more than two years,) interest will henceforth be charged on all bills unpaid one month after presentation.

Old pupils, who neglect to report themselves by letter or otherwise, on or before the 23d of August, lose their seats, and being regarded as new-comers, must submit to the same inconveniences.

The Principal is always most happy to see parents, and to listen to their suggestions, but, as his time during school hours is entirely occupied, he cannot invite them to the Academy oftener than once a week—namely, Saturdays, from 9 to 12; though he is always ready to see them on business any evening, at any place they may think proper to appoint.

As soon as possible after admission, every pupil is expected to present the Academy with his photograph, taken when he is in the full uniform of a Broad Street Cadet.

We need hardly apologise for reprinting the following pages from the *Catholic Standard* of this city:—

Presentation to Prof. E. Roth.

On Thursday, July 14th, (1870) Messrs.

Mark Willcox,	Michael Ward,	E. V. Maitland,
Joseph F. Sinnott,	Frank Conway,	John P. Jenkins,
Edward J. Kelly,	Daniel Lagen,	Denis B. Kelley,
Philip Fitzpatrick,	David Giltinan,	Camille D'Invilliers,
J. A. McCaffrey,	P. Devine,	J. H. Schaaf,
Manuel McShain,	N. P. Murphy,	Richard P. Whyte,

and other personal friends of the energetic Principal of *Broad Street Academy*, met at Petry's Hotel, and presented him with a fine Library of valuable books, together with a handsome purse to defray the expense of his contemplated trip to California during his summer vacation. Among the gentlemen who participated in this presentation were quite a number of the parents of Prof. Roth's pupils, who appeared particularly anxious on this occasion to manifest their high appreciation of the faithful manner in which the Professor has discharged his duty towards their children.

The Presentation Address

Was delivered by Richard P. Whyte, Esq., a member of the Philadelphia Bar, who spoke as follows:

"Sir:—A fews days ago some of your friends, the parents of your pupils at the *Broad Street Academy*, learned that you were going to leave us for a time, in order to pay a visit to the distant slopes of the Pacific, and it occurred to them that the eve of your departure on this long journey, would be a fitting time for some expression of their deep feeling of friendship and esteem for you as a man, and of their profound sense of gratitude to you, as a faithful and efficient teacher of their children.

"For this purpose, sir, they have met here, to-day, and have done me the honor of selecting me, as one of their number, for their spokesman.

"On their behalf, then, sir, and on my own, allow me to say, that we return to you our most sincere and heartfelt thanks for the great services you have rendered to us, to our children, and to the cause of education.

"We beg, sir, to say to you, that we fully appreciate the profound learning, the marvellous tact, and the unvarying zeal, which you have always displayed in the exercise of your most high and honorable calling. That we have marked with admiration the thoroughness of your system of education, and the sound judgment which has guided you, in so wisely ordering the physical and mental training of your classes, that your boys are as remarkable for their ruddy health, and the vigor and easy grace of their movements, as for the extent and variety of their knowledge.

"That above and beyond all else, we have noted with a pleasure that only a parent can feel, that by precept and example you have succeeded in so cultivating the moral sense, the honor, and the self-respect of your pupils, as to create a tone amongst them, and in your school, which is totally antagonistic to everything that is mean, or base, or dishonorable.

"In a word, sir, we feel that under your care our boys are being made not only scholars, but gentlemen in the best sense of that much abused word.

"This, my friend, to strangers, might seem high praise, but 'I speak of that which I do know,' and not one syllable has fallen from my lips which I do not feel from the bottom of my heart, which does not meet with a response from the heart of every man present, or which will not be heartily endorsed by every pupil (and by the parents of every pupil) who has ever passed even a single year within the walls of the Broad Street Academy

"Prompted by these feelings, which are entertained by all of us, but which I fear I have but feebly expressed, and desiring, sir, to offer some slight recognition of the obligations which we and our children feel that we owe to you, we have united in procuring for you a library, not indeed so extensive as we could wish, but which, nevertheless, contains, we hope, many valuable and well selected books.

"We beg, sir, your acceptance of this, and of the check which I now hand to you, and which it is our desire should be appropriated towards defraying the expenses of your journey. We trust that the books may secure to you many happy hours at home, and that this sum, trifling though it be, may secure to you some happy ones abroad.

"We desire, sir, in justice to those who are absent to-day, to say that this slight offering is made to you by only a few of your many friends, and to state that the reason of this is, that the idea, suggested by one, was seized upon by all of us as a happy inspiration, and was instantly put in execution.

"There was, therefore, no time to communicate with any of your troops of friends, save those who were easy of access to us, and of those, not one single person failed to beg that he might be allowed to share in that pleasure which we all take in thus testifying our esteem and respect for you.

"In conclusion, sir, we most heartily wish you God speed on your journey. May your trip be a pleasant one, and your return safe and speedy. And may your future career, sir, be as prosperous as you deserve, and as we wish."

No MSS. having been sent us, we can give only the substance of

Prof. Roth's Reply:

He expressed his embarrassment at hearing himself complimented so highly and in such touching and courteous language, and though he was convinced it was all sincerely meant, his embarrassment was as great as ever. Such a flattering tribute of regard he could attribute to nothing but the over-partiality of his kind friends. He might, perhaps, own to some little claim of his on their attention, but at such substantial

tokens of their warm appreciation of his humble efforts in the cause of education, though he accepted them with respect, pride and gratitude, he could not help expressing his most overwhelming surprise. It was a proud day in his life, and one that he had never expected to see.

Taken altogether, the occasion was a most pleasant one, and highly creditable to all concerned. We congratulate our friend, MR. ROTH, and are very happy to see that his efforts for the improvement of the rising generation have attracted the attention of those who can appreciate with intelligence, and, being parents themselves, can speak from solid experience.

Interesting Correspondence.

This correspondence will, we are sure, be read with interest both for the sake of the just and noble sentiments it expresses, and for the subject matter itself. It tells its own story.—ED. STANDARD.

ACADÉMIE DE BROAD STREET,

PHILADELPHIE, le 29 Avril, 1872.

A MONSIEUR ADOLPHE THIERS,

Monsieur le Président.

Heureux de pouvoir exprimer à la France la sympathie profonde que nous inspirent ses malheurs présents, j'ai l'honneur de vous addresser la première petite offrande des enfans de notre école destineé à contribuer á la libération de son territoire.

Nous ne sommes pas français, mais nous ne sommes point ingrats. Nous lisons tous les jours dans nos livres d'école tout ce que la France a fait autrefois pour nous; elle fut notre amie généreuse pendant les années terribles quand pauvres, dépourvus et peu nombreux, nos pères luttaient pour la liberté et la vie contre un ennemi puissant orgueilleux et opprimeur. Nous n' oublierons jamais les noms nobles de Lafayette, de Rochambeau et des autres Français illustres qui par leur dévouement, leur courage et leur sang ont contribué si puissamment au triomphe final et glorieux de notre immortel Washington.

Ce n'est que dans les heures de malheur que l'on connait ses amis. Dans nos heures de malheur la France a démontré que son amitié pour nous était pure et véritable. De même, notre petite école saisit avec empressement l'occasion présente pour faire voir à la France que les jeunes Américains l' aiment beaucoup, qu' ils sont attristés de ses malheurs, et qu' ils espèrent ardemment que son heure de tribulation sera bientôt passée.

Nous espérons, M. le Président, que vous voudrez bien accepter nos pauvres cinq cents francs et nous permettre ainsi de jouer notre petit rôle dans une grande œuvre

à laquelle nous serions pendant le reste de nos jours fiers et heureux d'avoir participé. Que Dieu protége la France !

Veuillez agréer, M. le Président, l'assurance de mes sentimens les plus respectueux et les plus dévoués,

EDWARD ROTH.

Présidence de la République.

REPUBLIQUE FRANCAISE,

VERSAILLES, le 15 Mai, 1872.

MONSIEUR :

J'ai mis sous les yeux de M. le Président de la République votre lettre du 29 Avril dernier, ainsi que le mandat de cinq cents francs destiné à contribuer à la libération du territoire. M. le Président a été vivement touché du sentiment qui a inspiré cette offrande, et il vous en remercie cordialement, vous et vos dignes élèves.

Il est bon d'entretenir dans le cœur des hommes la pensée de la reconnaissance ; et c'est préparer entre les peuples des rapports de solide amitié que d'habituer les générations qui se succèdent à ne point oublier les services qu'ils se sont mutuellement rendus. Si jadis la France a pu aider l'Amérique à secouer un joug oppresseur, ce secours qu'elle prêtait à votre République naissante lui a été utile à elle-même ; car l'enthousiasme qu'a excité la noble conduite de Lafayette et de ses amis a disposé puissamment les esprits au grand mouvement de 1789. Tous ces généreux souvenirs sont une excellente leçon que vous donnez à vos élèves ; et la sympathie que ces jeunes cœurs témoignent à la France atteste que votre enseignement porte des fruits féconds.

De l'autre côté de l'Atlantique, je loue bien sincèrement le maitre, et les enfants qui ont le bonheur de l'avoir pour guide.

Votre bien dévoué,

B. ST. HILAIRE,
Député. Membre de l'Institut.

M. EDWARD ROTH,
Principal de l'Académie de Broad Street, à Philadelphie.

(TRANSLATION.)

BROAD STREET ACADEMY,

PHILADELPHIA, April 29, 1872.

M. THIERS,
President of the French Republic.

MR. PRESIDENT :—Desiring to express the profound sympathy we feel for France in her present misfortunes, I have the honor of transmitting to you, the first offering made by the boys of our school for the liberation of her territory.

We are not French, but we are not ungrateful. Every day we read in our school books what France once did for us. In those fearful days, when our fathers, poor, ill-provided, and scant of number, struggled for life and liberty, against a powerful, haughty, and tyrannical foe, France was our generous friend. Never shall we forget the noble names of Lafayette, Rochambeau, and those other illustrious Frenchmeu,

who, by their devotion, their courage and their blood, contributed so powerfully to the crowning triumph of our immortal Washington.

It is only in our moments of adversity that we learn who are our true friends. In *our* moments of adversity, France convinced us that her friendship was pure and true. Following such an example, our little school eagerly seizes the present opportunity of showing to France that young Americans love her dearly, that they are afflicted at her misfortunes, and that they earnestly hope that her hour of tribulation will soon be over.

We hope, Mr. President, that by kindly accepting our poor five hundred francs, you will permit us to play our little part in a great work, to have participated in which should make us proud and happy for the rest of our lives. May God protect France!

Accept, etc.,

EDWARD ROTH.

PRESIDENCY OF THE FRENCH REPUBLIC,

VERSAILLES, May 15, 1872.

SIR:—I have laid before the President of the Republic your letter of April 29, together with the bill of exchange for five hundred francs, contributed for the liberation of the French Territory. The President has been deeply affected at the sentiment that inspired such an offering, and he presents you and your worthy pupils his most cordial thanks.

It is right to nourish the sentiment of gratitude in the human heart. A sure means of establishing relations of solid friendship between countries, is to accustom the succeeding generations never to forget services once mutually rendered. If France was formerly able to assist America in shaking off an oppressing yoke, the assistance she then accorded to your young republic at its birth proved to be afterwards highly useful to herself; for the enthusiasm enkindled by the noble conduct of Lafayette and his friends, powerfully aided in disposing minds generally to the great movement of 1789. In recalling generous recollections of this kind you give an excellent lesson to your pupils, and the sympathy evinced by their young hearts towards France shows that your instruction already bears fruit.

From the other side of the Atlantic, I praise most sincerely both the master and the pupils fortunate in having him for a guide.

Yours, etc.,

BARTHÉLÉMY ST. HILAIRE,
Deputy. Member of the Institute.

M. EDWARD ROTH,
Broad Street Academy, Philadelphia.



Report of Yearly Examinations

Commencing June 2d and ending June 18th, 1875.

PREPARATORY DEPARTMENT:

100 BEING THE STANDARD.

FIRST CLASS.	School Days.	Days Absent.	Days Late.	Punctuality.	Department out of School.	Tidiness.	Spelling.	Reading.	Christian Doctrine.	Arithmetic.	Penmanship.	English Grammar.	Geography.	Definitions.	Drawing.	French.	History.	Philosophy.	Composition.	Vocal Music.	Drilling.	Gymnastics.	Department in School.	Yearly Average.	Total Points.	Total Classes.	Examination Average.	Perfect Tickets.
1 JOHN MURRAY,	200	2	0	99	90	100	88	100	90	85	100	83	85	...	65	95	85	85	70	100	95	100	85	92	1792	20	89	129
2 VICTOR PETRY,	200	1	0	99	100	100	90	85	90	80	100	83	90	...	95	100	75	90	80	50	100	100	90	90	1787	20	89	140
3 ROBERT BICKNELL,	200	7	0	96	100	100	80	95	85	75	100	70	80	...	70	95	90	90	80	75	100	100	95	91	1767	20	88	140
4 JOSEPH A. DELANY,	200	1	0	99	100	100	84	85	80	88	60	80	85	...	85	95	75	85	70	100	100	100	90	94	1755	20	87	146
5 LEE MCKINSTRY,	200	28	0	86	100	100	60	100	85	90	90	85	90	...	85	95	80	90	80	0	100	100	100	95	1711	20	85	140
6 JOHN HITSCHLER,	188	17	0	90	100	100	60	85	50	85	100	80	100	...	95	90	70	85	70	75	95	100	80	94	1704	20	85	140
7 JOHN T. DOHAN,	200	8	0	96	100	100	76	90	75	85	85	80	70	...	95	92	75	80	80	25	100	100	100	94	1698	20	84	142
8 F. AUGUSTUS MANDERFIELD,	200	12	3	92	100	100	90	90	85	70	90	65	85	...	70	85	75	90	80	50	100	100	80	87	1684	20	84	129
9 HENRY BAZIN,	100	1	0	99	100	100	72	95	70	85	90	80	60	...	55	95	70	70	65	50	100	100	95	92	1643	20	82	72
10 JOSEPH M. DOHAN,	200	27	0	86	100	100	84	90	70	65	80	60	85	...	60	92	65	80	80	40	100	100	100	92	1629	20	81	118
11 FRANK LAFFERTY,	200	18	0	91	100	100	60	85	60	85	85	70	70	...	40	70	50	70	60	100	95	100	70	82	1543	20	77	88
12 THOMAS WATSON,	200	9	4	93	60	80	72	90	80	85	85	70	50	...	60	85	30	20	65	75	90	100	70	85	1445	20	72	90
13 DANIEL PALMER,	200	2	2	98	100	100	30	90	80	70	85	40	20	...	65	...	30	30	30	100	90	100	70	68	1296	19	68	69
14 JOSEPH MCMANUS,	200	1	0	99	100	80	68	80	80	60	90	30	65	...	95	...	50	75	0	0	85	95	60	74	1286	19	67	75
15 THOMAS MURTAGH,	200	12	8	90	0	100	88	90	80	65	70	50	30	...	60	...	50	20	70	0	90	90	60	72	1175	19	61	67
16 THOMAS O'BRIEN,	200	7	10	91	100	50	90	90	50	50	70	30	50	...	35	...	30	20	0	60	85	90	50	60	1101	19	57	52
17 PATRICK GIBBONS,	200	3	8	94	60	75	30	90	30	65	85	50	30	...	60	...	20	30	0	6	90	95	60	73	1037	19	54	62

SECOND CLASS.

1	Joseph Sinnott,	200	11	0	94	100	100	100	95	100	60	75	96	100	100	85	95	97	...	...	40	100	100	100	95	1732	19	91	160
2	Edgar Dunlap,	200	9	13	89	100	95	80	85	85	80	70	80	95	60	50	...	95	...	...	75	85	95	80	82	1481	18	82	96
3	Joseph Davis,	100	24	1	75	100	95	72	80	...	80	65	76	95	75	60	40	95	...	...	...	100	100	90	83	1781	17	81	56
4	Dennis Kelly,	200	0	0	100	100	90	80	77	100	80	90	87	65	65	75	...	90	...	...	50	85	95	70	72	1471	18	81	81
5	William Neff,	200	8	8	92	80	85	92	95	...	80	70	70	65	90	70	50	70	...	...	60	85	95	65	73	1377	18	76	72
6	Philip Miller,	200	12	7	90	100	90	72	90	100	40	60	90	65	60	50	...	90	...	...	25	100	100	80	73	1375	18	76	60
7	William Shields,	200	8	0	96	100	100	84	80	90	100	85	40	45	40	55	...	45	...	...	80	85	95	75	65	1360	18	75	60
8	Christian Mack,	60	2	3	91	100	100	76	85	65	60	65	30	65	65	...	...	95	...	...	0	100	100	90	71	1258	17	74	45
9	Albert Jacob,	200	4	4	96	80	90	80	77	70	60	60	70	65	45	55	95	35	...	...	80	95	100	65	60	1378	19	72	55
10	Thomas Maguire,	200	2	1	98	90	85	80	77	92	40	60	30	35	55	55	...	40	...	...	0	85	95	75	57	1204	18	66	56
11	Charles Gallagher,	40	1	0	97	100	100	60	75	30	20	50	...	75	60	30	...	50	...	...	0	80	75	90	52	1144	17	61	30
12	Philip Daly,	200	38	24	69	90	90	64	78	50	60	55	35	30	30	60	...	30	...	...	50	85	95	75	52	1092	18	60	35
13	William Kearfott,	173	5	2	95	100	80	...	...	...	...	...	...	...	...	...	...	...	...	...	...	95	100	80	83		...	...	70
14	Theodore Tack,	200	43	0	78	100	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100	100	90	73		...	...	73

THIRD CLASS.

1	Thomas Martin,	200	6	0	97	100	100	85	90	85	95	70	...	80	...	70	...	...	...	...	25	95	100	85	93	1260	15	84	124
2	William McGrath,	200	12	3	92	100	100	80	85	85	95	75	...	...	...	55	...	...	...	...	20	100	100	90	85	1162	14	83	90
3	Vincent McLaughlin,	200	5	0	97	100	100	50	65	80	100	75	...	...	...	50	...	...	...	...	25	100	100	90	92	1123	14	80	120
4	Andrew Delany,	200	10	0	95	100	100	60	65	80	90	75	...	...	...	70	...	...	...	...	0	100	100	90	90	1115	14	79	120
5	Andrew Miller,	200	5	2	96	100	100	65	80	70	100	70	...	...	...	30	...	...	...	...	20	90	95	90	90	1096	14	78	90
6	Jules Picolet,	200	1	0	99	100	100	70	75	75	60	70	...	...	...	35	...	...	...	...	25	100	100	90	90	1089	14	77	122
7	Mark Purcell,	200	0	0	100	100	100	60	60	75	50	75	...	...	...	35	...	...	...	...	0	100	100	90	91	1036	14	74	120
8	Richard Cantwell,	200	12	0	94	100	100	80	85	80	100	50	...	50	...	0	...	...	...	...	0	100	100	80	90	1109	15	73	93
9	Charles Keefe,	200	50	0	75	100	100	65	85	60	65	70	...	...	...	40	...	...	...	...	0	100	100	90	85	1035	14	73	80
10	Robert McDermott,	200	2	4	97	80	80	85	80	85	70	50	...	...	...	55	...	...	...	...	0	90	90	70	84	1016	14	72	75
11	Henry Donohue,	200	4	0	98	100	80	80	75	85	40	55	...	60	...	30	...	...	...	...	0	90	95	85	91	1064	15	70	90
12	James Knowlen,	200	7	2	95	100	100	70	70	50	95	25	...	...	...	0	...	...	...	...	25	90	95	90	85	990	14	70	80
13	Louis Moore,	200	5	2	96	100	100	65	70	60	70	50	...	...	...	0	...	...	...	...	0	90	95	80	91	967	14	69	100
14	Max Atlee,	95	8	0	91	80	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90	90		...	...	75
15	Clifford O'Bryan,	180	12	3	91	100	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90	85		...	...	80
16	Henry O'Bryan,	180	3	0	98	100	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	85	80		...	...	60
17	Robert Boyer,	40	5	0	87	100	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	80	75		...	...	10
18	George McCormack,	100	4	6	90	100	85	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	70	70		...	...	40

Report of Yearly Examinations

Commencing May 20th and ending June 18th, 1875.

ACADEMIC DEPARTMENT:

100 BEING THE STANDARD.

FIRST CLASS.	School Days.	Days Absent.	Days Late.	Punctuality.	Department out of School.	Tidiness.	Vocal Music.	Penmanship.	Christian Doctrine.	Latin.	French.	German.	U. S. History.	Natural History.	Drawing.	Drilling.	Gymnastics.	Book-keeping.	Arithmetic.	Geometry.	Algebra.	English Grammar	Physics and Chemistry.	Composition.	Geography.	Botany.	Geology.	Light.	Physical Geography.	Department in School.	Total Points.	Recitations.	Examination Average.	Yearly Average.	Merit Average.
1 E. D'Invilliers,	200	0	0	100	100	100	...	100	...	100	100	...	...	...	100	100	100	...	100	100	100	...	...	99	...	100	100	98	...	100	1697	17	99	100	99
2 J. D'Invilliers,	200	0	0	100	100	99	90	98	100	93	98	...	100	...	100	100	100	100	100	100	100	...	...	99	...	100	100	98	...	100	2075	21	98	99	98
3 E. McElhone,	200	0	0	100	100	100	90	100	100	90	97	100	100	...	95	100	100	100	100	100	100	...	...	99	...	100	100	98	...	100	2169	22	98	99	98
4 C. Bourguignon,	200	0	0	100	100	100	90	100	100	93	99	100	100	...	95	100	100	100	100	100	95	...	...	92	...	100	98	90	...	100	2152	22	97	98	97
5 M. O'Donovan,	200	0	0	100	100	100	80	96	100	99	100	...	100	...	75	100	100	100	95	100	95	...	...	93	...	100	50	90	...	100	1973	21	93	99	96
6 J. Tracy, . . .	200	5	0	97	100	100	95	90	100	90	99	...	100	...	85	100	100	100	95	100	95	...	...	91	...	97	50	90	...	100	1974	21	94	98	96
7 H. Neff, . . .	200	1	0	99	100	100	90	95	...	95	99	99	99	...	92	100	100	100	90	95	50	...	...	99	...	100	100	90	...	95	1987	21	94	95	94
8 J. Kennedy, . .	200	0	0	100	100	96	90	95	98	75	90	...	95	...	80	100	100	100	90	90	50	...	...	90	...	95	48	80	...	95	1857	21	88	94	91
9 H. Coleman, .	200	2	0	99	100	95	85	85	100	70	80	90	100	...	85	100	100	100	97	95	85	...	...	90	...	90	95	85	...	100	2026	22	92	90	91
10 W. Purcell, . .	200	0	0	100	100	90	50	90	90	90	80	...	60	90	90	100	100	...	75	70	...	...	...	91	...	...	...	...	60	100	1526	18	84	94	89
11 J. Badger, . . .	200	0	9	95	100	85	85	90	100	97	95	95	90	...	50	...	...	...	90	100	...	...	...	90	...	95	40	35	...	75	1507	18	83	94	88
12 C. Kelly, . . .	200	0	0	100	100	80	85	90	95	75	80	...	40	90	90	100	100	100	90	90	...	...	...	91	...	...	...	...	90	90	1676	19	88	85	86
13 J. Munce, . . .	200	7	4	94	100	90	80	90	92	97	90	...	30	95	0	100	100	...	80	90	...	...	...	91	...	...	...	...	90	75	1484	18	82	90	86
14 E. White, . . .	200	17	7	88	90	90	85	85	90	70	90	90	97	...	91	90	100	0	100	98	0	...	...	90	...	95	90	85	...	80	1794	22	81	90	85
15 W. Edwards, .	200	0	0	100	90	85	65	90	92	75	80	70	90	80	30	90	100	100	95	95	...	...	...	30	...	...	...	...	80	75	1612	20	80	88	84
16 E. O'Neill, . .	200	5	15	90	100	90	85	97	90	90	90	90	98	...	50	80	85	100	30	100	97	...	...	90	...	80	80	0	...	80	1792	22	81	85	83
17 C. Bartleson, .	200	0	0	100	100	100	80	95	...	80	90	...	75	...	0	100	100	100	0	90	0	...	...	70	...	...	40	80	...	100	1400	19	74	85	79
18 F. Ash, . . .	200	5	1	97	90	80	50	100	...	94	90	...	0	95	0	90	90	98	100	80	...	...	...	80	...	...	...	...	40	70	1344	18	74	80	77

19	A. Clarke	200	20	7	86	100	80	...	85	...	...	...	...	...	...	...	90	90	100	95	...	...	...	...	...	...	...	...	...	...	80	806	9	89	90	89				
20	E. Lutz,	165	5	0	96	100	95	...	90	...	...	...	...	...	...	...	100	100	...	...	...	...	...	...	...	...	...	...	...	...	100		...	...	90	...				
21	F. McLaughlin,	115	5	0	95	100	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90		...	...	90	...				
22	W. Atlee,	95	5	0	94	100	95	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	95		...	...	97	...				
23	P. Hunsicker,	85	0	1	98	100	85	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	85		...	...	85	...				
SECOND CLASS.																																								
1	C McShain,	200	16	0	92	100	100	85	95	100	85	95	...	100	100	85	100	100	...	80	...	...	...	...	98	100	...	...	...	100	100	1715	18	94	98	96				
2	V. Bright,	200	6	0	97	100	95	95	92	100	97	96	...	100	98	85	100	100	...	75	...	...	90	100	97	100	...	...	...	...	97	1814	19	95	97	96				
3	E. Lejambre,	200	12	0	94	100	100	90	90	100	90	98	...	100	97	80	100	100	...	70	...	...	90	97	97	100	...	...	...	...	100	1793	19	94	98	96				
4	S. Carpenter,	200	50	0	75	100	99	90	85	100	75	95	...	100	96	50	100	100	...	50	...	...	95	90	95	100	...	...	...	...	100	1695	19	89	98	93				
5	J. Palmer,	200	2	0	99	100	90	95	85	100	95	95	...	100	100	50	100	100	...	60	...	...	...	...	89	100	...	...	...	80	95	1633	18	90	94	92				
6	F. Simpson,	200	2	1	98	100	90	80	85	100	90	90	...	98	95	80	100	100	...	80	...	...	...	...	90	98	...	...	...	95	95	1664	18	92	90	91				
7	M. Meagher,	200	1	0	99	100	100	80	90	100	70	85	...	100	90	80	100	100	...	50	...	...	...	...	90	99	...	...	...	95	100	1628	18	90	93	91				
8	A. Williams,	200	26	0	87	100	100	95	95	100	70	90	...	90	95	85	100	100	...	70	...	...	...	...	90	100	...	...	...	90	95	1652	18	91	90	90				
9	C. Kilpatrick,	185	0	0	100	100	85	80	90	98	80	89	...	90	90	60	100	100	...	85	...	...	90	75	90	100	...	...	...	...	97	1699	19	89	90	89				
10	J. Delany,	200	0	0	100	100	90	80	90	100	85	90	...	95	95	50	95	95	...	70	...	...	85	60	90	95	...	...	...	...	90	1655	19	87	92	89				
11	L. Hopper,	200	27	0	86	100	85	80	80	...	65	85	...	100	95	70	100	100	...	70	...	...	...	...	99	100	...	...	...	75	95	1485	17	87	89	88				
12	E. Schwarz,	200	12	24	82	80	85	80	85	100	95	100	...	97	90	40	95	100	...	65	...	...	90	90	92	100	...	...	...	...	97	1663	19	87	90	88				
13	J. G. Schwarz,	200	16	23	80	80	80	90	75	95	95	90	...	70	90	40	100	100	...	77	...	...	85	90	91	80	...	...	...	...	100	1608	19	84	90	87				
14	S. Hulsemann,	200	0	0	100	100	90	80	85	95	95	85	...	90	90	80	100	100	...	80	...	...	80	90	91	90	...	...	...	...	95	1716	19	90	85	87				
15	A. Jacob,	200	5	0	97	90	90	70	90	97	80	99	...	92	95	80	90	95	...	65	...	...	95	80	85	98	...	...	...	...	75	1663	19	87	86	86				
16	J. Bradley,	200	0	5	97	100	80	80	90	100	60	90	...	100	100	70	90	95	...	60	...	...	...	...	91	99	...	...	...	50	90	1542	18	85	85	85				
17	H. Krause,	200	41	4	77	85	90	75	90	...	50	98	...	85	95	70	95	100	...	60	...	...	90	75	92	85	...	...	...	...	90	1502	18	83	88	85				
18	R. Simpson,	200	5	6	94	100	90	85	90	100	70	89	...	80	90	70	95	100	...	80	...	...	90	90	95	95	...	...	...	...	90	1693	19	89	81	85				
19	W. Coleman,	200	0	0	100	85	80	80	80	95	65	89	...	95	90	85	90	95	...	75	...	...	90	85	60	95	...	...	...	...	80	1614	19	84	85	84				
20	J. Jones,	200	1	5	97	100	90	60	90	100	90	80	...	70	90	70	80	85	..	70	...	...	60	50	80	90	...	...	...	...	80	1532	19	80	80	80				
21	J. Maguire,	200	1	20	89	100	80	70	90	100	65	50	...	80	75	40	95	100	75	30	...	...	60	40	90	95	...	...	...	...	90	1514	20	75	80	77				
22	R. Munce,	200	7	5	94	90	80	75	70	90	60	90	...	90	85	50	95	90	...	40	...	...	70	75	60	45	...	...	...	...	85	1434	19	75	80	77				
23	H. Hanssens,	200	17	5	89	100	85	50	80	95	70	80	...	80	90	30	90	95	...	40	...	...	50	40	30	92	...	...	...	...	85	1371	19	72	80	76				
24	F. Dougherty,	160	23	7	81	100	85	40	90	98	60	85	...	90	...	20	95	100	...	30	...	...	80	75	...	95	...	...	...	...	97	1321	17	77	76	76				
25	A. Bernadou,	200	14	11	87	100	70	70	70	...	60	90	...	50	90	30	95	90	98	90	...	...	...	...	90	50	...	...	...	80	75	1385	18	76	75	75				
26	J. Hayden,	200	23	25	76	95	80	70	70	90	...	93	...	93	90	60	90	95	...	50	...	...	85	65	0	85	...	...	...	...	85	1372	18	76	70	73				
27	H. Chew,	200	29	8	81	80	80	70	80	...	50	75	...	80	90	75	90	95	...	45	...	...	60	70	90	25	...	...	...	...	70	1306	18	72	72	72				
28	C. O'Neill,	200	6	18	88	100	75	60	75	85	...	75	...	50	75	60	90	90	...	50	...	...	30	30	60	70	...	...	...	...	70	1233	18	68	70	69				
29	M. Corr,	53	0	4	92	100	75	...	75	80	70	...	...	60	80	50	95	100	...	70	...	...	...	...	30	...	...	...	...	60	100	1137	15	75	90	82				
30	L. Atlee,	95	0	3	96	100	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90		...	...	90	...				



Broad Street Academy,

337 SOUTH BROAD STREET,

Philadelphia.

CALENDAR FOR THE SCHOLASTIC YEAR 1875-'76

"FESTINA LENTE."

1875.—Sept.	6,	FIRST TERM BEGINS.
"	30,	Monthly Examination.
Oct.	28,	Monthly Examination.
Nov.	1,	All Saints. *Holiday.*
"	18,	Thanksgiving. *Holiday.* (Probable.)
"	25,	Monthly Examination.
Dec.	8,	Immaculate Conception.. *Holiday.*
"	16,	Monthly Examination.
"	20,	Christmas Holidays.
1876.—Jan.	3,	School Resumes.
"	6,	Epiphany. *Holiday.*
"	27,	Monthly Examination.
"	31,	SECOND TERM BEGINS.
Feb.	24,	Monthly Examination.
Mar.	23,	Monthly Examination.
April	12,	Easter Holidays.
"	19,	School Resumes.
May	4,	Yearly Examination.
"	25,	Ascension. *Holiday.*
June	12,	ANNUAL COMMENCEMENT.

1st	Month ends		October	1,	1875.		
2d	"	"	"	29,	"		
3d	"	"	November	26,	"		
4th	"	"	December	24,	"		
5th	"	"	January	28,	1876.		
6th	Month ends		February	25,	1876.		
7th	"	"	March	24,	"		
8th	"	"	April	21,	"		
9th	"	"	May	19,	"		
10th	"	"	June	12,	"		